

Title: Management of an Entrepreneurial School

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ABSTRACT

The school that exists today must reflect the society that is in constant change, and the structure of the school has to be flexible, with what it requires of new management models in order to train people, whose knowledge will meet the needs of different transforming organizations in the search for solutions compatible with a sustainable environment.

In the more developed societies, entrepreneurship is not only a business concept, but also a concept of life, in so far as it is part of a group of changes that lead on to the building of a certain development that cannot be attained at any price.

It is important to know how to invest in the learning process of entrepreneurs so that they acquire skills that enable them to understand the importance and the value of management.

The school management has to be effective and efficient in order to check the proper operation and to use this designation, we're building an ecosystem that includes enterprises, schools, town halls and a large number of other organizations that are in society, because their services and products are necessary for the citizen to have quality of life.

PAPER

INTRODUCTION

Entrepreneurship is not just a business concept, but a historical-cultural-social concept that must be analyzed in a multidimensional perspective, insofar as it is part of a set of transformations that help build a development that cannot be obtained at any price, but should be sustainable, i.e., must provide more and better quality of life for the human being, which today is one of the keys to development.

It's important to invest in education and training of entrepreneurs in order to acquire skills to create value for themselves and others. Generalizing this link, any organization to be able to be in the market has to learn to create value for themselves and for other organizations. The exercise of citizenship presupposes that the education of the person and, therefore, the entrepreneurial education form part of the development process, starting in the early years of development and continuing throughout the formative years.

The school management should integrate different aspects - social, pedagogical, financial asset, human and other - in order to prepare people to acquire the entrepreneurial spirit, which are essential elements of a society increasingly stronger and more flexible. Is decisive for a consolidated development that there is a determination of all, more by actions than by laws, which will be implemented through a revamp of the education system, hence the important role of the school management as a diffuser of knowledge.

The school management has to be effective and efficient in order to check the proper operation and using this designation, we're building an ecosystem that includes enterprises, schools, town halls and a large number of other organizations that are in society, because their services and products are necessary for the citizen to have quality of life.

CHAPTER I – Revision of the Literature

The school must always maintain its own identity has to be part of change and should be a dynamic element of transformation. We're thinking about a new school that is an open structure and that must have an action guided by the sense of knowing achieving something:

- Helping the student to develop your knowledge acquisition-oriented course;
- Helping the teacher to integrate effectively in complex educational action, guidelines of multiple universes;
- Helping employees, parents and other agents to deal efficiently with the new and different reality.

Fernando Dolabela (1999: 117) defends a school with an entrepreneurial education and prepare the following comparative table:

Traditional education: emphasis in content that is seen as meta / curriculum and heavily scheduled sessions / education goals theoretical and abstract / errors not accepted / expertise (skills)

Entrepreneurial education: emphasis in the process / learning to learn / know we can change / theoretical knowledge widely complemented by experiments in the classroom and beyond / errors with source of knowledge / entrepreneurial skills (ES)

Learning is a continuing need as it allows response to economic, social, organizational and technological dislocation and sustainability factor is the level of development, promoting the approach of different groups, which is reflected in the work developed at school in which individual effort is reconciled with the collective effort, and the manager must be sure that the added value is used for all

According to Dornelas (2003:37) entrepreneurship must be parsed into seven perspectives:

Creating growth: Entrepreneurship can have a strong and positive relationship with the growth and repositioning in the market organizations;

Value creation: entrepreneurship is the process of creating value for customers and consumers through still unexplored opportunities;

Job creation: Entrepreneurship do not prioritize, but is linked to job creation, as organizations grow and need more employees to develop their activities;

Creating change: Entrepreneurship involves the creation of change, by adjusting, adaptation and modification of the way of people, approaches, skills that will lead to the identification of different opportunities;

Creation of innovation: Entrepreneurship is related to the unique combination of features;

The creation of organization: Entrepreneurship is linked to the creation of new businesses/new areas, which did not exist previously;

Wealth creation: Entrepreneurship involves taking calculated risks associated with the facilities to produce something in Exchange for added value

The school management should know how to adapt the surrounding reality, for what Timmons (1994) says is this spirit of promotion of a balanced development where entrepreneurship is a quiet revolution, which will be to the 21ST century more than the industrial revolution was to the 20th century.

CHAPTER I I - Why to incorporate Entrepreneurship in the Management of a School?

The school that predominates in many countries is based on a curriculum of academic and programmatic, predominantly with structuring the classroom context, where the focus is strictly academic or curricular. This school where he teaches has to be transformed into a place where you learn, where knowledge is not imposed unilaterally. We want to say that the traditional teaching that is based largely in expository method, it must be replaced by a dynamic and evolutionary method, since if we want students such entrepreneurs will only happen if the traditional teaching is replaced by a teaching which is also entrepreneur. The notion of competence and respective benchmarks began in the previous century, 50 to be used in the definition of the education/training systems-Competence Based on Education and Training: CBET- who had great application in the training of teachers, based on the definition and specification of the final results. The powers were specified, described and broken down into educational objectives, the identification of skills was held at work and analysis at schools (teachers and pupils) allowing the decomposition of reality in observable and measurable behaviors.

Through research and analysis of the concept of competence we can refer to:

- The competence is usually linked to complex situations, and not the simple and linear where actions are activated the habits or concrete skills acquired, often by experience;
- The skills and/or knowledge are important but not enough to make a competent individual, it is necessary that before the actual complex situations and learn to mobilize;
- Competence requires a reflective capacity on the suitability of the chosen action strategy, your implementation as well as its effects on the situation;

- The development of skills is not a hard process, but rather dynamic and flexible.

In summary, we can define competence as a "mobilizing" cognitive resources available to decide on the best action strategy in a particular situation. The entrepreneurial school management should allow students to combine traditional knowledge with innovative knowledge.

The identification of the various competences determines the concept field on which it is possible to establish the action logic of each school where Entrepreneurial pedagogy is a strategy that will allow the learner to have freedom to perform your choice, because it will take over all the control of the development process and its aftermath, analyzing the feasibility and your ability to generate self-realization, always according to your degree of maturity through exercises that accompany it always.

CONCLUSION

The school management should provide access to knowledge, in order to satisfy the requirements, bearing in mind a point of balance between the technological and humanistic action, worrying that your strategy is mapped out in order to:

- Devise a permanent process of innovation and learning conference to be held by all those who believe and perform;
- Promote a culture that is understood by everyone who works in this Organization so specific;
- In implementing a new strategy, we are talking about a new paradigm for school;
- The student participates in the construction of knowledge;
- The student is discovered, transformer and active constructor of knowledge;
- Learning is based on the account;
- The goal of the school is to develop the potential of students;
- Want teachers want students working together, making education a form of personal relationship;
- Teaching is a complex activity that requires a lot of training, effort and support of multiple professionals;
- Innovation, particularly technology, have a great potential to improve teaching and learning, but are always a tool to stop acquiring other knowledges

The School Management should organize the work within the institution, in pedagogical component, social, administrative, financial and patrimonial and others which result in the implementation of the objectives, namely the Entrepreneurial Education (EE) with respect to the individual and to society

The entrepreneurial spirit (Agostinho Inácio Bucha, 2009:119) is a general attitude that can be applied in useful way by any person in everyday life and in all areas of activity

On globalization, the adaptation is a constant for that there must be a coexistence of adapt learning with generative learning. The adaptive skills are useful in a context of

constant change but continuous or incremental; generative define the leadership capabilities in response to radical innovation, where the systems pass quickly from an imbalance of course to a new equilibrium situation. (R. Carneiro, 2001:156). The management of change goes through management of all organizations, being the school one of the fundamental pillars of this ecosystem

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